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ABSTRACT

A series of elementary and secondary school learning activities which correlate to citizenship education goals of the Maryland State Board of Education are presented. The five goals are to understand individual and group responsibilities in a democracy, know the functions of law and support a system of justice, value individual, societal, and constitutional rights, understand governmental processes at all levels, and understand local, state, national, and world affairs. Activities include inviting guest speakers, campaigning for class officers, researching and reporting on various topics, conducting a model legislature, collecting newspaper articles about the President, debating about presidential appointments, and listing political issues of concern to students. Each lesson lists the goal, competency, grade level, suggested activities, suggested evaluation methods, and extended activities. Special education considerations are also discussed. (XC)

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PROJECT BASIC INSTRUCTIONAL GUIDE

VOLUME III
CITIZENSHIP

Maryland State Department of Education
The Office of the Superintendent: Project Basic
200 West Baltimore Street
Baltimore, Maryland 21201
1980

SO 013 427

PROJECT BASIC INSTRUCTIONAL GUIDE

VOLUME III

CITIZENSHIP

Maryland State Department of Education
The Office of the Superintendent: Project Basic
200 West Baltimore Street
Baltimore, Maryland 21201
May, 1980

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INTRODUCTION

Project Basic has identified sets of behaviors that contribute to competencies which help one function effectively as an adult. These behaviors have been classified as instructional objectives in the curriculum areas of functional writing, survival skills, citizenship, and the world of work. As essential components of the competency-based graduation prerequisites in Maryland, the Project Basic objectives are an integral part of the instructional programs in each local education agency in Maryland.

This instructional resource guide contains a variety of learning activities categorized according to specific instructional objectives. The activities were developed, reviewed, and evaluated by classroom teachers and curriculum content specialists in both the local school systems and the Maryland State Department of Education. They are suggestive in nature and can be modified or adjusted by the classroom teacher to fit the students' needs. Moreover, the activities should be integrated into the regular curriculum, rather than replace it.

Each objective contains the following:

- Instructional Specifications--assists teachers in classroom instruction.
  - Suggested Instructional Level--specifies a band of three grades during which the suggested activities should be taught. The objective should be attained by the last grade given. Grade levels are designated to allow for ample instructional time prior to scheduled statewide testing of competencies.
  - Curriculum Concepts/ Content--lists specific concepts and/or content which should be taught in order for the students to attain the objective.
  - Behaviors To Be Demonstrated--gives specific activities to be demonstrated in attaining the objective.

- Suggested Learning Activities--gives examples of activities which will help students accomplish at least a subset of the curriculum specifications. They will not necessarily relate to all aspects of the objective.
- Suggested Classroom Evaluation--outlines an informal assessment procedure a teacher may use to determine if a student has achieved the respective objective.
- Extended Activities--lists additional instructional activities.
- Vocabulary--lists key words that will help students understand the concepts taught within the objective.

To further assist the classroom teacher, the School Library Media Services Branch and Project Basic will jointly produce suggested resources to support the instructional guides. This publication, "Media Support for Project Basic," will contain an annotated bibliography of student-use materials such as library books, films, filmstrips, kits, records, games, audio and videotapes, filmloops, and transparencies. It will be available to teachers, students, and library media specialists for the 1980-81 school year.

SPECIAL EDUCATION CONSIDERATIONS

P.L. 94-142 requires an individualized education plan for all appropriately identified handicapped learners, necessitating the development of instructional procedures that meet the unique needs of each individual student. In the past, instructional program development for the handicapped learner has been left to the special education teacher who was trained to be cognizant of individual learning characteristics and to develop specialized instructional environments to account for individual differences. With the advent of P.L. 94-142, handicapped learners have increasingly been placed in general education classrooms for the major portion of their instructional day. This active participation in the mainstream of education has altered the general education teacher's role from that of a practitioner of whole-class teaching to that of a specialist in individually designed instruction.

Individualized Instructional Planning

Individualized instruction recognizes the heterogeneity of learning problems and the underlying processes contributing to inadequacies in the learning process. It requires both a systematic approach to instruction and expertise in the modification of instructional materials and activities. Individualized instruction assumes that any task/objective can be taught to any learner given the appropriate instructional methods/activities and enough time. Individualized instruction is learner performance based, requiring teachers to monitor learner skill acquisition and modify their instructional methods accordingly. Students are initially taught those skills which are within their response repertoire. As mastery is achieved, instruction proceeds to higher order tasks.

Initially, the teacher must determine what skills the learner should acquire. These skills are stated as performance objectives. The Project Basic objectives included in this guide have already been determined and are listed in the Declared Competencies Index. Effective instructional plans are based on the data that the teacher obtains through the assessment process. Prior to instruction, the teacher must gather indicators of instructionally relevant behavior. Assessment information should relate to the specific objectives and be described in precise behavioral terminology (e.g., identifies 6 for 9 in isolation and in context). Teachers can use one or a variety of combinations of assessment techniques. The teacher can establish rapport with the student, obtaining both information during the interview and data from informal assessment tasks. Group tests can be administered to screen students for additonal assessment through the use of paper-pencil techniques or Every Pupil Response Technique. Simulation tasks can be selected and administered to students. Baseline information obtained through observation is useful in quantifying and coding behaviors. Criterion-referenced measures can also be used to assess specific academic skills.

Methods/Activities

After it has been determined where, in fact, the student is in relation to the specific objective, the teacher must determine the instructional methods/activities that will best assist the learner to acquire the designated skill. The instructional sequence will specify a series of lessons to be conducted that will bring about specific changes in the student's behavior. Instructional methods/activities should be selected and designed so that the student will experience very little failure. These methods/activities will frequently need to be redesigned and presented in a variety of instructional formats. The methods/

activities must include tasks which are within the learner's response repertoire, thereby insuring that the students have the prerequisite skills to accomplish new tasks. Materials and specialized equipment should be carefully selected. Enriching activities may also need to be developed. Repetitive practice activities can often be presented in a game format so that the student's interest is maintained while the specific skill is developed. Practice is essential for the handicapped learner in order to maintain the level of proficiency once the skill is mastered. The use and selection of media should be aimed at the student's strengths. Special education students frequently experience difficulty learning through a particular mode and may therefore need carefully selected supplemental media which does not rely upon that mode. Positive incentives are useful within the instructional setting to maintain interest and increase the rate of skill acquisition in the learner. All teachers issue rewards as a normal part of their classroom activities. Students with learning problems may require specific incentives, planned in a systematic manner. A variety of instructional environments may be necessary in individualized instruction. The physical environment may be oriented to small-group instruction, large group activities, independent assignments, and learning centers for practicing specific skills.

In order to track student progress on specific objectives, it is usually helpful to systematically collect data. Working with a nonhomogeneous group of learners on a variety of objectives necessitates the use of some standardized data form which is complete enough to be useful for recording information relevant to the learner's skill acquisition. When the student's performance on a task is equal to the criteria specified for that task, the task has been learned. Daily

evaluation is useful with special populations so that tasks may be changed or instructional sequences modified when necessary.

A Systematic Approach

Developing an instructional sequence requires a systematic approach so that the learner is working on only one new component at a time. If the learner is presented with two or more components which are beyond his/her current ability level, progress may cease, increasing both teacher and student frustration. Some important components to be considered include the following:

1. The materials to be manipulated by the learner to demonstrate the skill
2. The instructional cues that help the learner make the correct response, such as samples of the completed product, color coding, and taped instructions
3. The receptive mode through which the learner will receive input (hearing, visual, kinesthetic)
4. The expressive mode through which the learner will respond (speaking, writing, signing, language board)
5. The time limit for completing the task

Task analysis is a significant component of instructional planning. It can be a difficult activity since a variety of behaviors are needed to produce the desired learner response. Many different responses are necessary to meet the required competency objective. Initially, the teacher must decide what behaviors are valid indicators of progress on a specific skill. It is necessary to know which behaviors make up a response when a student is unable to respond correctly. It is helpful to have the sequence of tasks worked out prior to the instructional time to minimize the loss of instructional time and to clarify those steps which should occur in sequence and those which do not rely on existing prerequisite skills.

Instructional Guides

The instructional guides can be effectively utilized with handicapped learners by individualizing the activities in a manner that is consistent with the instructional assessment information.

Input provided by both the special education instructional guide review and the New Windsor spring workshop designated the first activity listed under each objective as the starting level of instruction for each specified objective. In addition, sample objectives are provided which analyze the learner process in a manner which will facilitate their use with handicapped learners. General education teachers should plan their individualized instructional approach with handicapped learners through consultation with the special education teacher.

SAMPLE

Citizenship Objective 3.3.1.3

Give Examples of the Rights and Freedoms Guaranteed in the Bill of Rights

Prerequisite Skills

The student should be able to:

- communicate at an abstract level
- orient self to rights of others
- identify form of government used in the United States
- understand content background--American history, democracy
- utilize inductive and deductive reasoning processes
- derive meaning from what is heard
- recall abstract concepts and apply to everyday situations

Task Analysis

Component subskills:

- identify various group structures within the school and own relationship to them
- identify own contributions and responsibilities to others in school
- list rights of individuals in class
- develop historical perspective of the Bill of Rights, related concepts, and vocabulary
- identify basic contents of Bill of Rights
- identify main ideas of stories describing each right and freedom
- express orally/writing major concepts
- identify from narrative examples of various rights
- recall each right and freedom in the Bill of Rights
- identify by giving examples of each right and freedom

Modifications

Materials/instructional procedures:

- printed texts
- large print materials/braille
- workbooks
- film loops
- audio cassette tapes
- flexible sequence instruction
- group problem solving
- discussion
- broad content mastery frequently evaluated
- pneumatic devices for memory recall

Alternative Extended Activities

- have teacher establish arbitrary rules in class and have students identify which Bill of Rights concept is violated
- take a field trip to Washington, D.C.--discuss government
- use role playing/skits/pantomime to enact concepts

CONTRIBUTING SCHOOLS

The curriculum information in the instructional guides was compiled from both local education agency and Maryland State Department of Education sources. Schools from the local education agencies developed the instructional specifications for the identified objectives, developed learning activities, piloted and evaluated these activities. Curriculum specialists from the local schools and the Maryland State Department of Education evaluated and revised the instructional specifications and learning activities based on the data received from the pilot schools. Project Basic thanks all the teachers and content specialists who assisted in this project. The following schools contributed to the educational materials included in the instructional guides:

Allegany County:	Columbia Street Elementary School Georges Creek Elementary School Bruce Junior-Senior High School
Anne Arundel County:	Bayview Middle School Andover Senior High School
Baltimore City:	Maree Farring Elementary School Francis Scott Key School Northern Senior High School
Baltimore County:	Catonsville Junior High School Catonsville Senior High School
Calvert County:	Calvert Middle School Calvert High School
Caroline County:	Riverview Middle School Colonel Richardson High School
Carroll County:	Westminster East Middle School Francis Scott Key High School
Cecil County:	Thomas Estates Elementary School Rising Sun Elementary School North East Middle School Perryville High School

Charles County:	Matthew Henson Middle School Milton Somers Middle School
Dorchester County:	Warwick Elementary School North Dorchester High School
Frederick County:	Middletown Elementary School Middletown Middle School Middletown High School Governor Thomas Johnson High School
Garrett County:	Broad Ford Elementary School Southern Middle School
Harford County:	North Harford Senior High School
Howard County:	Harper's Choice Middle School Hammond Middle School Atholton High School
Kent County:	Chestertown Middle School
Montgomery County:	Paint Branch High School Thomas S. Wootton Senior High School
Prince George's County:	Deerfield Elementary School Walker Mill Junior High School Suitland Senior High School
Queen Anne's County:	Centreville Elementary School Centreville Middle School
St. Mary's County:	Dynard Elementary School Leonardtown High School
Somerset County:	Woodson Middle School Crisfield High School
Talbot County:	St. Michael's Elementary/Middle School St. Michael's High School
Washington County:	South Hagerstown High School Williamsport High School
Wicomico County:	Pittsville Elementary/Middle School Bennett Junior High School
Worcester County:	Pocomoke High School Snow Hill High School

CITIZENSHIP

INSTRUCTIONAL GUIDE

CITIZENSHIP

Competency in citizenship includes participating in the electoral process and in local civic affairs as well as understanding our system of government and justice. Above all, competency in citizenship rests on each individual's efforts to play an active role in shaping our shared destiny as a society.

Characteristics

The set of Project Basic Objectives for Citizenship is integrally related to programs in the social studies and does not comprise a separate program of instruction. The objectives have been identified as:

1. Skills which contribute to students' abilities to become effective participants in the democratic process--skills such as explaining the value of individual differences in a democratic society.
2. Skills which students can begin to learn in the earliest years, to master as schooling progresses, and to apply in adult life--skills such as identifying personal responsibility for involvement in the law.
3. Skills which students can demonstrate repeatedly over time at increasingly sophisticated levels--skills such as using criteria to evaluate the actions of public officials.
4. Skills which students can learn in a variety of settings, both within the school and in the community--skills such as identifying legal means of resolving conflict.
5. Skills which can be confirmed as learned by teachers, parents and community members--skills such as demonstrating the basic responsibilities of citizenship--voting, paying taxes, reporting crime.

Goals, Competencies, and Objectives

Project Basic has identified five goals for instruction in Citizenship:

3.1 To understand and accept individual and group responsibilities necessary for participation in a democratic, pluralistic society

3.2 To know the functions of law and support a system of justice in a democratic, pluralistic society

3.3 To know and value individual, societal, and constitutional rights

3.4 To know the form, function, and processes of government at all levels

3.5 To understand local, state, national, and world affairs in order to participate in civic processes

Within each of these goals, students need to develop key behaviors which will contribute to six competencies:

3.1.1 Knowing civic responsibilities in a democratic society

3.2.1 Understanding the values, functions, and limitations of a system of law

3.3.1 Knowing and exercising individual, group, and societal rights

3.4.1 Demonstrating a knowledge of the organization of local, state, and national governments

3.4.2 Demonstrating an understanding of the processes of government

3.5.1 Demonstrating an awareness of civic affairs and processes

Project Basic has stated these key behaviors as 26 instructional objectives. (See "Table of Contents" for complete listing.)

Citizenship Instruction

This volume of the Project Basic Instructional Guide presents a series of suggested learning activities which may be used to help students to develop and demonstrate the behaviors stated in the Project Basic Instructional Objectives for Citizenship. Each teacher is urged to creatively adapt, adjust, or expand the learning activities for citizenship to meet needs, interests, and abilities of individual students. The set of instructional specifications which precedes the suggested learning activities for each objective should help teachers understand and adapt the suggested learning activities.

Assessment of Objectives

Students should be able to demonstrate that they have developed the behaviors stated in the instructional objectives for citizenship. Teachers can provide students opportunities to demonstrate these behaviors by using Suggested Classroom Evaluations which accompany the suggested learning activities for each activity. Statewide evaluations of mastery of citizenship objectives are planned. Results of these evaluations can ultimately be used to identify students needing assistance and to develop appropriate assistance through the refinement of instruction and improved instructional emphasis.

GOAL 3.1

TO UNDERSTAND AND ACCEPT INDIVIDUAL
AND GROUP RESPONSIBILITIES NECESSARY FOR
PARTICIPATION IN A DEMOCRATIC AND PLURALISTIC SOCIETY

Competency 3.1.1

Knowing Civic Responsibilities in a Democratic Society

Citizenship Objective 3.1.1.1

Identify the Principles of Democracy

GOAL: To understand and accept individual and group responsibilities necessary for participation in a democratic, pluralistic society

COMPETENCY: Knowing civic responsibilities in a democratic society

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 6-8

B. Curriculum Concepts/Content:
- Constitutionality
- Due process of law
- Free elections
- Freedom of expression
- Government based on the consent of the governed
- Majority rule
- Minority rights

C. Behaviors To Be Demonstrated: Identifying, describing, and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify the principles of democracy from viewed films.

1. Have class view a film dealing with democracy.
2. Have students identify principles in the film and list them on paper.
3. Discuss the items listed with the class.

B. The student will prepare a mural illustrating the principles of democracy.

1. After a lecture or multi-media presentation on principles of democracy, divide the class into groups.
2. Ask the groups to create pictures of the principles. Combine all pictures to form a large mural.

C. The student will identify from a given list of principles of democracy those found in a historic or contemporary speech or document.

1. Give the students a document such as the Declaration of Independence, Gettysburg Address, or King's "I Have a Dream."
2. Have students read the document and discuss circumstances associated with the document.

3. Distribute a list of principles of democracy and have students match phrases from the document with the listed democratic concepts.

D. The student will identify the principles of democracy found in articles from current newspapers.

1. Ask students to bring copies of current daily newspapers to class.

2. Have students identify those articles which illustrate democratic principles which Americans enjoy.

3. Have students justify their selections.

CLASSROOM EVALUATION:

Ask students to match each given principle of democracy with an example of that principle in action.

EXTENDED ACTIVITIES:

1. Have students make a slide presentation on principles of democracy using pictures taken in their own community.

2. Have students choose a democratic principle and tell how it is apparent in today's society.

VOCABULARY:

assemble	freedom	press
constitutionality	majority	rights
democratic	minority	seizure
due process	petition	trial

Citizenship Objective 3.1.1.3

Identify the Legal Responsibilities of Citizenship

GOAL: To understand and accept individual and group responsibilities necessary for participation in a democratic, pluralistic society

COMPETENCY: Knowing civic responsibilities in a democratic society

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 9-11

B. Curriculum Concepts/Content: Observing laws
Paying taxes
Serving as a witness

C. Behaviors To Be Demonstrated: Identifying, explaining and describing

SUGGESTED LEARNING ACTIVITIES:

A. The student will explain the concept of "trial by jury."

1. Discuss with students the concept of "trial by jury" by asking the following questions:

   a. What is a jury?
   b. What are the advantages of a jury trial?
   c. Why would some citizens not wish to serve jury duty?
   d. What would happen if few people or no one served jury duty?

2. Suggest that students take notes of keypoints in the discussion.

3. Ask students to write a paragraph explaining the concept of "trial by jury."

B. The student will list several legal responsibilities of citizens and explain why each is important in maintaining a democratic society.

1. Discuss with the class some primary responsibilities of a citizen for involvement in the law and list them on the chalkboard.

2. Ask the students to classify each responsibility as <u>moral</u> or <u>legal</u> (reporting crime; moral, serving jury duty; legal, voting; moral, observing laws; legal).

3. Have students justify their choices and list the legal responsibilities in their notebooks.

C. The student will give reasons for observing laws.

1. Direct students to read newpaper articles dealing with legal cases and list the actions of the people involved in the cases.

2. Conduct a class discussion to determine if the people involved were observing or not observing the law.

3. Have students take notes and then write an essay in which they list legal responsibilities of citizens and give their personal opinions about the status of "good citizenship" today.

SUGGESTED CLASSROOM EVALUATION:

Have each student write an essay: "Are Most People Today Good Citizens?" Included in each essay must be the following:

1. Legal responsibilities of good citizenship
2. The importance of each responsibility
3. Personal reflections regarding each responsibility

EXTENDED ACTIVITIES:

1. Have students write a one to two page story similar to "Lawless Town" in which one of the legal responsibilities of a good citizen is absent.

2. Invite a policeman or politician to come to speak on the legal responsibilities for involvement in the law.

VOCABULARY:

attitude
ethical
legal
moral
value

Citizenship Objective 3.1.1.4

Identify the Personal Responsibilities of Citizenship

GOAL: To understand and accept individual and group responsibilities necessary for participation in a democratic, pluralistic society

COMPETENCY: Knowing civic responsibililties in a democratic society

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 6-8

B. Curriculum Concepts/Content:
Becoming informed on public issues
Participating in governmental processes
Reporting crime
Respecting property
Voting

C. Behaviors To Be Demonstrated: Describing, explaining, demonstrating

SUGGESTED LEARNING ACTIVITIES:

A. The student will explain why responsible citizenship is needed from all people.

1. List the basic responsibilities of citizenship on the board and discuss these with the students.

2. Divide the class into groups to prepare and role play situations which demonstrate the need for responsible citizenship in voting, reporting crimes, and becoming informed on public issues.

3. Have each group prepare two skits: one which emphasizes the consequences for a citizen who does not accept responsibility and one which emphasizes the consequences of a citizen who does accept responsibility.

4. Have groups present skits to the class and conclude with a discussion in which students affirm that responsible citizenship is needed from all people.

B. The student will demonstrate basic voting responsibilities.

1. Help students plan a campaign and organize an election of class officers.

2. Arrange for the voting to take place at some place in the school and during a time when students will have to make a slight effort to take responsibility for voting.

3. Announce the election results and the number who voted. Conduct a discussion assessing the level of citizenship responsibility the class has demonstrated. Compare this level to the voting levels in the past three presidential elections.

C. The student will list four attributes of a good citizen.

1. Discuss the following questions:

   a. What is citizenship?
   b. Is being a citizen different in different governments?
   c. To whom do we "owe" good citizenship?
   d. Do we have a responsibility to be good citizens?

2. Break into groups of five to define specific responsibilities of a "good citizen."

3. List various group responsibilities on board. Be certain the following are included:

   a. Obey laws
   b. Vote
   c. Serve jury duty
   d. Report crimes

4. Discuss listed responsibilities:

   a. Do responsibilities of citizens change over time (1920 vs. 1980)?
   b. How do we assure individual rights in the United States (law enforcement)?
   c. What would life be like if there were no laws to follow or no enforcement of those laws (chaos, anarchy, looting, rioting)?

5. Have students list four attributes of a good citizen in their notebooks.

SUGGESTED CLASSROOM EVALUATION:

Have students write three basic responsibilities of citizenship and then describe ways in which they, members of the family, or friends actually demonstrated this responsibility.

EXTENDED ACTIVITIES:

Tell the students they are shipwrecked on a desert island. Their job is to create a set of rules that everyone will agree to. Divide the class into groups, and ask them to share their rules after 20 minutes. Then have the students vote on which rules they will adopt. After the simulation, discuss the importance of voting.

VOCABULARY:

citizenship	federal	income	official
civic	firearms	independent	witness
duty			

Citizenship Objective 3.1.1.6

Explain the Value of Individual Differences in Maintaining a Democratic Society

GOAL: To understand and accept individual and group responsibilities necessary for participation in a democratic, pluralistic society

COMPETENCY: Knowing civic responsibilities in a democratic society

INSTRUCTIONAL SPECIFICATION:

A. Suggested Instructional Level: Grades 9-11

B. Curriculum Concepts/Contents:
- Culture
- Education
- Ethnicity
- Philosophical
- Race
- Regional customs
- Religion
- Sex and sex role

C. Behaviors To Be Demonstrated: Explaining and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will discuss the value of individual differences in maintaining a democratic society.

1. Provide the students with some stimuli regarding individual differences (films, short stories, poems, newspaper clippings).

2. Hold class discussions concerning individual differences covering such ideas as the following:

   a. Everyone has a right to be different
   b. Everyone has talents
   c. Everyone has opinions and should not be ridiculed
   d. Everyone has personal dignity

3. Relate the outcomes of the discussion to maintaining a democratic society.

B. The student will describe how individual differences/opinions influenced the development of the Constitution.

1. Have students investigate political compromises such as those included in the Constitution.

2. Have students share findings with the class.

3. Discuss in class how different opinions helped lead to a stronger Constitution.

C. The student will write summaries of Americans who championed unpopular causes.

1. Present a list of names of Americans with various backgrounds such as John Q. Adams, Elizabeth Cady Stanton, Frederick Douglass, Harriet Tubman, Thurgood Marshall, Henry Thoreau.

2. Have students investigate a particular individual and focus on ethnic backgrounds and contributions to society.

3. Following the research and the writing of biographical summaries, have students report their findings.

SUGGESTED CLASSROOM EVALUATION:

Have students write a brief essay discussing how individual differences contribute to maintaining a democratic society.

EXTENDED ACTIVITES:

1. Assign a short essay: "Why do you think the U.S.A. has been called the "salad bowl"? Give examples from research and conclusions in class.

2. Assign a short essay on "Changes Made by Protestors."

VOCABULARY:

culture	ethnic
demographic	philosophy
dictatorship	regional
diversity	sequence

GOAL 3.2

TO KNOW THE FUNCTIONS OF LAW AND SUPPORT A SYSTEM OF JUSTICE IN A DEMOCRATIC, PLURALISTIC SOCIETY

Competency 3.2.1

Understanding the Values, Functions, and Limitations of a System of Law

Citizenship Objective 3.2.1.2

Identify the Benefits That a Citizen Receives from a System of Law

GOAL: To know the functions of law and support a system of justice in a democratic, pluralistic society

COMPETENCY: Understanding the values, functions, and limitations of a system of law

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 6-8

B. Curriculum Concepts/Content:
- Legal benefits
- Social benefits
- Personal benefits
- Economic benefits

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will explain the rules of home, school, and community and discuss the benefits derived from rules.

1. As students enter the classroom, give them a list of unnecessary rules that they must follow throughout the day. Let students express their feeling toward the rules, and discuss how the rules are not necessary.

2. Ask the students the following:

   a. What did you think of the new rules?
   b. Why do you think they are unnecessary?
   c. Do you think that these rules help you to study or to get along any better with your classmates?
   d. Can you think of any reason for following these rules?
   e. Do we need any rules in the classroom?

3. Have the class list several basic school rules on chart paper and identify benefits associated with each rule.

4. Have students individually list five rules and their benefits required at home and in the community.

5. Discuss the following:

   a. Why do we need rules?
   b. Who makes them up in the school? Who makes them up at home? Who makes them up in the community?
   c. What if there were no rules?
   d. How do you personally benefit from a rule or law?

B. The student will complete a booklet which illustrates our rights under the Constitution.

1. Have the students read the first ten amendments to the Constitution. Discuss the freedoms and rights granted in each and what life would be like without each freedom.

2. Divide the class into small groups and have them make a chart with the rights in one column and the amendments in another. Have students match the rights with the correct amendments.

3. Provide opportunities for the class to discuss each chart and make any corrections.

4. Have the students make a booklet called "My Rights as an American Citizen." On the first page have the students write their own paraphrased version of the first ten amendments. On the following pages have the students illustrate and describe any nine rights granted to American citizens by the Constitution.

C. The students will write a story describing the infraction of a law.

1. Discuss with students what laws exist to protect citizens. Discuss why they exist and what our life would be without laws.

2. Have students choose a law they think should be enforced rigidly and have them write a story about someone who breaks that law. They must investigate the punishment for that crime and include this in the story. Be sure to include how the community and its citizens benefit from this law.

3. Have students share their stories with each other.

SUGGESTED CLASSROOM EVALUATION:

Require students to list at least five benefits derived from a system of law. Benefits should be general and not related to a specific rule or law.

EXTENDED ACTIVITIES:

1. Invite a police officer to discuss his/her average day. Ask the officer to explain which laws must be enforced most frequently and what are the consequences.

2. Have students write or tell stories of societies or groups in which laws do not exist and what the lives of the people are like.

VOCABULARY:

amendment
citizenship
enforce
law
responsibility
rule

Citizenship Objective 3.2.1.8

Explain Property Rights

GOAL: To know the functions of law and support a system of justice in a democratic, pluralistic society

COMPETENCY: Understanding the values, functions, and limitations of a system of law

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 9-11

B. Curriculum Concepts/Content:
- Easements
- Privacy
- Right of eminent domain
- Right of sale or transfer
- Taxation

C. Behaviors To Be Demonstrated: Explaining and describing

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify and explain a violated property right.

1. Select five students to investigate property rights by talking to a lawyer or public official. Have them prepare a brief report on their findings and present it to the class.

2. Prepare hypothetical situations regarding violations of property rights. Ask students to name the right and explain it.

3. Have students prepare situations and ask classmates to name and explain the violated right.

B. The student will define property rights.

1. Have students use appropriate references to define the various kinds of property rights.

2. In a general class discussion, list each type of property rights on the board and elicit examples of them.

3. Present students with cases involving property rights. Ask them to reach a verdict and to identify the particular kinds of property rights pertinent to each case.

C. The student will write a paragraph describing three property rights.

1. Invite a lawyer to speak to the class about property rights. Ask that the following be defined: deed, title, personal property, real property.

2. Have students write a paragraph describing three rights without naming the right. Check paragraphs for accuracy.

3. Exchange paragraphs and have students identify the rights explained in paragraphs.

SUGGESTED CLASSROOM EVALUATION:

Ask students to briefly define the basic kinds of property rights in an essay.

EXTENDED ACTIVITIES:

Invite a guest speaker, either an attorney or a realtor, to discuss the implications of property rights for anyone investing in property today.

VOCABULARY:

deed	personal property
easements	real property
eminent domain	title

Citizenship Objective 3.2.1.10

Identify the Legal Means of Resolving Conflicts

GOAL: To know the functions of law and support a system of justice in a democratic, pluralistic society

COMPETENCY: Understanding the values, functions, and limitations of a system of law

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 9-11

B. Curriculum Concepts/Content:

Legal Means	Conflicts
Court suits	Individual to individual conflicts
Arbitration	Individual to group conflicts
Negotiation	Group to group conflicts
Contract agreements	Individual with government conflicts
Out-of-court settlements	Intergovernmental conflicts

C. Behaviors To Be Demonstrated: Identifying, explaining, and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will describe procedures for resolving a conflict.

1. Invite a lawyer to speak to the class about ways in which conflicts are resolved in court cases.

2. Have students take notes of procedures used in resolving cases.

3. Give students a hypothetical case and let them decide the case, writing procedures they would use.

4. Discuss the ways students used to decide the cases.

B. The student will be able to identify five specific conflict situations and their resolutions.

1. Review the meaning of the terms resolve, conflict, legal, illegal; and go over several types of conflicts and the usual legal means of resolving them.

2. Give the students the following examples of conflict situations and have them investigate and write a report on the legal means by which these conflicts are resolved:

a. Individual with government - where Constitutional guarantees are threatened (See the Bill of Rights to the U.S. Constitution.)

b. Group labor dispute - where workers and employers cannot negotiate a new contract within a specified period of time

c. Individual contract dispute - where a homeowner has received a substandard piece of workmanship by a home building contractor

d. Invasion of country A by country B - for the purpose of country B's obtaining territory from A

e. Individual to group and government - Tinker vs. Des Moines Independent Community School District, Supreme Court case of 1969

SUGGESTED CLASSROOM EVALUATION:

Give students a list of ways of resolving conflict and a short narrative explaining the circumstances, and require them to identify each resolution as legal or illegal.

EXTENDED ACTIVITIES:

1. Have the students attend a civil court case to observe how conflicts are resolved legally.

2. Have a lawyer or judge speak on the consequences of using extra legal methods to resolve conflicts.

VOCABULARY:

arbitration
conflict
contract
grievance
negotiation
petition
redress
resolution
right

Citizenship Objective 3.2.1.11

Describe the Constitutional and Political Processes for Removing a Law

GOAL: To know the functions of law and support a system of justice in a democratic, pluralistic society

COMPETENCY: Understanding the values, functions, and limitations of a system of law

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 9-11

B. Curriculum Concepts/Content:
- Amendment proccesses
- Repeal
- New laws

C. Behaviors To Be Demonstrated: Describing necessary steps

SUGGESTED LEARNING ACTIVITIES:

A. The student will put in correct sequence a list of steps for changing a law.

1. Prepare a video-tape recording or slide-tape presentation depicting a simulated Congressional Committee meeting to change a law and show to the whole class. Also provide a written account of processes involved in changing a law in non-sequential order.

2. Divide class into small groups of three to five students.

3. Have each group decide on how to number each process sequentially.

4. Have class debate and summarize the sequential process involved in changing the law studied. Then have students check on "actual" processes involved to correct order.

B. The student will be able to describe the political processes for changing a law.

1. Set up the classroom into two groups, one to represent the House of Representatives and the other to represent the Senate, to dramatize the workings of a joint-congressional committee to change a law.

2. Provide each group with a proposed law change, differing somewhat, but mutually agreeable.

3. Chart and discuss with entire class the decision-making processes and the normal order of processes for joint congressional committees.

4. Have groups meet and propose a compromise bill for the entire class to vote on.

C. The student will simulate processes for changing the Constitution.

1. Provide background information on how to amend the Constitution. Background information should include the following:

   a. Who is involved?
   b. How decisions are made.
   c. The order of the process.

2. Assign a group of students the role of a Congressional Committee which is considering a change in the legal voting age, ERA, or a Constitutional amendment about capital punishment.

3. Have other students act as interest groups, lobbying for their points-of-view.

4. Have students debate issues, summarize, and present final decision, making sure they follow procedures as outlined.

SUGGESTED CLASSROOM EVALUATION:

Give students a prepared sheet of non-sequential events that took place in a committee which changed a federal law. Then have students rearrange steps in sequential order.

EXTENDED ACTIVITIES:

1. Have the students write an amendment proposal to change the student government's constitution.

2. Invite local lobbying groups to speak to the class.

3. Take a trip to Capitol Hill or local government building to witness hearings or debates.

VOCABULARY:

amendment	proposal
interest groups	repeal
lobby	

Citizenship Objective 3.2.1.12

Describe the Constitutional and Political Processes for Making a Law

GOAL: To know the functions of law and support a system of justice in a democratic, pluralistic society

COMPETENCY: Understanding the values, functions, and limitations of a system of law

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
Drafting of bill
Introduction of bill ("hopper")
First reading
Committee review (time for political input)
Second reading/debate
Third reading/vote
Second chamber repeats pattern
Governor/President signature

C. Behaviors To Be Demonstrated: Describing necessary steps

SUGGESTED LEARNING ACTIVITIES:

A. The student will sequence correctly a list of steps involved in making a Maryland law and verbally explain at least two of the steps.

1. Discuss the sequence for making a law.

2. Create a bulletin board displaying the steps of the law-making process.

3. Have students write a short paper on the functions of one Committee in which steps are placed in the Maryland General Assembly as a part of the legislative sequence.

B. The students will participate in a simulation of the making of a law in Maryland.

1. Invite resource persons to describe the law-making process (State Senator or Delegate).

2. Conduct a "model legislature." Have students write bills, introduce them, and vote on their passage.

C. The student will list sequentially the steps for making a law in Maryland.

1. Have students use the newspaper to review some of the new bills introduced in the Maryland Legislature.

2. Discuss the need for these bills.

3. Direct students to determine the essential steps taken before a bill becomes a law by using textbooks and resource people.

4. Divide the class into groups and role-play the steps in making a law (committee hearing, House, Senate, Governor).

SUGGESTED CLASSROOM EVALUATION:

Prepare and administer a multiple choice test on law-making processes in Maryland.

EXTENDED ACTIVITIES:

1. Learn the names of your local legislators and contact them for information about an education-related bill.

2. Keep a current-events diary tracing the origins of an issue or of the views of a politician on a particular issue.

VOCABULARY:

congressman	governor	pork barrel
constitution	hopper	process
drafting	log rolling	senator
filibuster	pigeonhole	veto

GOAL 3.3

TO KNOW AND VALUE INDIVIDUAL, SOCIETAL, AND CONSTITUTIONAL RIGHTS

Competency 3.3.1

Knowing and Exercising Individual, Group, and Societal Rights

Citizenship Objective 3.3.1.3

Give Examples of the Rights and Freedoms Guaranteed in the Bill of Rights

GOAL: To know and value individual, societal, and constitutional rights

COMPETENCY: Knowing and exercising individual, group, and societal rights

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:

Religious and political freedom
Right to bear arms
Quartering of soldiers
Search and seizure
Life, liberty, and property
Rights of the acccused
Right to jury trial
Bail and punishment
All other rights
Rights of states and the people

C. Behaviors To Be Demonstrated: Identifying by giving examples

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify a basic right guaranteed in the Bill of Rights.

1. Make an announcement to the class that indicates the violation of one of their basic rights: "You may go through the desk and possessions of any student in the class at any time you want to."

2. Discuss with students their reactions if the above announcement were to happen:

   a. Why should this be a basic right under law?
   b. What are some current issues and events where this right is in question?

3. Give students a copy of the Bill of Rights and have them find this basic right.

B. The student will identify the rights and freedoms guaranteed in the Bill of Rights.

1. Discuss with students the rights and freedoms they believe are guaranteed to them in this country. List responses on the board.

2. Continue discussion to find sources for student responses such as heresay, earlier learnings, documents and add these to board list.

3. Give students a copy of the Bill of Rights, written in language appropriate to their level and check board list to see what has been included and left out. Explain that the ten rights in the Bill of Rights are those guaranteed to all U.S. citizens.

4. Have students work in pairs to discuss and memorize each right and have students quiz each other on the ability to remember each of the ten rights.

C. The student will give examples of rights and freedoms guaranteed in the Bill of Rights.

1. Divide class into groups and let each group select a right or freedom by a draw. Have each group plan and act out a situation in which its selected right or freedom is being exercised and have other class members identify the right or freedom.

2. Give each student a list of the rights and freedoms in the Bill of Rights, written in language appropriate to their level. Ask students to construct a Bill of Rights booklet in which each right or freedom is stated and illustrated with a picture and/or clipping describing someone exercising the freedom or right.

3. Use the ten rights in the Bill of Rights to discuss how students in the school can exercise their guaranteed rights and freedoms.

4. Have students make for the school a chart which states one way in which each student can exercise rights and freedoms guaranteed in the Bill of Rights.

SUGGESTED CLASSROOM EVALUATION:

List the ten rights and freedoms from the Bill of Rights on the board and ask students to write or state an example of the present-day exercise of each right or freedom.

EXTENDED ACTIVITIES:

1. Have students select other countries, report on what rights and freedoms are guaranteed to citizens there, and compare and contrast these with rights and freedoms guaranteed to U.S. citizens.

2. Have students investigate and report on important rights and freedoms cases in history.

VOCABULARY:

appeal	due process	redress
assemble	inalienable	regulation
bear arms	petition	warrant

Citizenship Objective 3.3.1.8

Explain Ways to Protect Rights of Individuals

GOAL: To know and value individual, societal, and constitutional rights

COMPETENCY: Knowing and exercising individual, group, and societal rights

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Appeals to legislators
- Court process
- Discussion and arbitration
- Government regulatory agencies
- Law enforcement
- Legal counsel
- Knowledge of due process
- Knowledge of the legal system

C. Behaviors To Be Demonstrated: Describing and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will describe the sequence of due process of the law.

1. Arrange for law enforcement persons to speak to the class about due process under the law, law enforcement, right to legal counsel, appeal to legislators. Encourage them to share actual case studies. After the presentation, have students record the sequence of due process on chalkboard, chart paper, or ditto.

2. Give students a ditto with illustrations and/or phrases of the sequence of due process written in random order. Have students cut out the illustrations or phrases and paste on another piece of paper, putting them in proper sequence. Have each student then write or illustrate, in sequence, the steps of due process.

B. The student will list and explain ways in which the rights of individuals were protected.

1. Visit a local courtroom to observe an actual trial.

2. Have students note ways in which the rights of the accused person are protected.

3. Discuss with the students the types of observations made. Make a composite list on the chalkboard or on a classroom chart.

4. Discuss the roles of different people in protecting the rights of the accused or in acting as witnesses.

C. The student will give examples of individual rights and identify ways these rights could be protected.

1. Hold a brainstorming session in which a list of individual rights is compiled.

2. Have students keep a daily log of all the rights they see violated. (This could be divided into personal experiences, observations made in daily life, and things either seen on television or heard on radio.)

3. In small groups, have the students discuss ways these rights could be protected. Share each group's findings with the total class.

SUGGESTED CLASSROOM EVALUATION:

In an essay, the student will explain at least two ways in which individual rights are protected.

EXTENDED ACTIVITIES:

1. Have students design a Bill of Rights for the classroom.

2. Take a field trip to a local police station, F.B.I., or park police station to determine how individual rights are protected in each location.

VOCABULARY:

bailiff	due process	jury
court stenographer	enforcement	plaintiff
defense attorney	evidence	prosecuting attorney
defendant	judge	verdict

Citizenship Objective 3.3.1.10

Identify Legal Means of Dissent and Protest Against Violation of Rights

GOAL: To know and value individual, societal, and constitutional rights

COMPETENCY: Knowing and exercising individual, group, and societal rights

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
- Lawsuit
- Peaceful protest
- Petititon
- Referendum
- Voting

C. Behaviors To Be Demonstrated: Identifying, describing, and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify legal and illegal means of dissent and protest against violation of rights.

1. Present information to class about the contents of the Bill of Rights.

2. Have students paraphrase each right on chart paper.

3. Have students prepare a notebook of dissent and protest by locating articles, pictures, or graphics to illustrate legal protests of violation of each right. Have students write a paragraph explaining each picture.

4. Give students a list of means of dissent or protest, and have them identify each as being legal or illegal.

B. The student will identify a basic right and the means of protest being employed in a given situation.

1. Hold a class discussion on basic rights, violation of rights, and protest.

2. In a real or hypothetical protest incident, identify the following:

a. the type of protest
b. the issue
c. the protestors
d. the alleged violators
e. the constitutional right at question
f. the possible remedy
g. the reaction to the protest
h. the final or possible outcome

C. The student will prepare an opinion survey regarding dissent and protest against violation or rights.

1. Have students collect newspaper clippings about strikes, boycotts, sit-ins, lawsuits, and other means of protest.

2. Display clippings on bulletin board.

3. As a class activity, construct statements regarding the "rightness" of different means of protest. (Disregard existing legality of the items.) Use a five point scale ranging from "Should Be Allowed" to "Should Not Be Allowed" with three being "No Opinion."

4. Survey a student population outside the class to determine their opinion about different means of protest.

5. Discuss the results:

   a. How did most students feel about the method of the protest?
   b. Do you think opinions will change as the students grow older?
   c. What will this do to the legality of the means of the dissent and protest?

6. Have students summarize the survey results and include their own opinions.

CLASSROOM EVALUATION:

Give students five situations in which rights are violated. Ask students to identify the rights involved and to suggest a form of effective legal protest for each violation.

EXTENDED ACTIVITIES:

1. Have students investigate various dissenters in history (Anne Hutchinson, Martin Luther, Abbie Hoffman, Susan B. Anthony), and have class prepare interview questions based on different methods employed by these people in their protests.

2. Ask the students to collect newspaper clippings citing examples of dissent and protest across the nation.

3. Select an important judicial case involving violation of rights, and have students summarize the facts and decisions concerning the case.

VOCABULARY:

assembly	petition
boycott	picketing
dissent	protest
habeas corpus	referendum
lawsuit	slander
libel	violation

GOAL 3.4

TO KNOW THE FORM, FUNCTION, AND PROCESSES OF GOVERNMENT AT ALL LEVELS

Competency 3.4.1

Demonstrating a Knowledge of the Organization of
Local, State, and National Governments

Citizenship Objective 3.4.1.2

Define the United States and Maryland Executive Branches of Government

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating a knowledge of the organization of local, state, and national governments

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content: President/Governor
Vice-President/Lieutenant Governor
Cabinet Members

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify the offices and functions of President/Governor and Vice-President/Lieutenant Governor.

1. Have the students read appropriate material and see films and filmstrips about the offices of President/Governor and Vice-President/Lieutenant Governor. Then have the students write brief profiles of these offices. Profiles should include qualifications necessary for the offices, method of selection, and the powers and duties of the office.

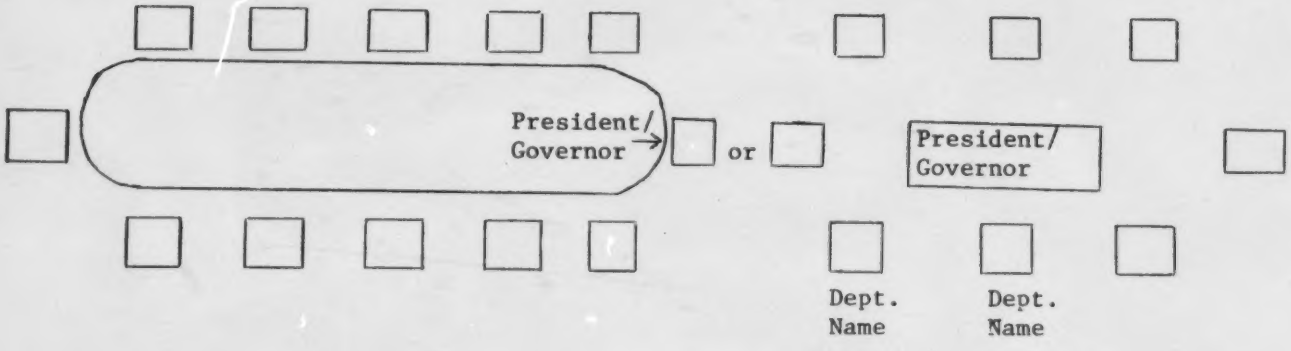
2. Ask the students to collect newspaper and magazine articles or pictures which describe or show the President/Governor and Vice-President/Lt. Governor at work.

B. Students will identify the names and functions of the federal/state departments which make up the cabinet.

1. Divide the class into groups and let each group select a department to research through random draw. After appropriate research, have each group prepare a large cardboard medallion which symbolizes its selected department and the work that it does.

2. Have each group write a one-page statement describing the work of its department and including three to five major purposes of the department.

3. Have a group construct a chart picturing the President/Governor and his cabinet members. (See illustrations on next page.)



C. The student will describe the Executive Office of the President/ Governor.

1. Identify for students individuals currently serving as special assistants to the President/Governor and describe their responsibilities.

2. Let students select an assistant to the President or Governor to follow in the news media for a two-week period. Ask students to scan one or more papers each day, to watch one television newscast for reference to the selected assistant, and to take notes on what the assistant is doing.

3. Have students report on the activities of an assistant. In a general discussion, decide who is most active, what the responsibilities are, and how the work is important to the country/state.

SUGGESTED CLASSROOM EVALUATION:

Give students two columns: one lists President/Governor, Vice President/ Lt. Governor and the names of the departments; the other lists brief descriptions of primary powers and/or duties of these offices. Ask the students to make the appropriate matches.

EXTENDED ACTIVITIES:

1. Have students collect and explain political cartoons of the President/ Governor, Vice President/Lt. Governor, and departments.

2. Have the students prepare charts which compare offices of the federal executive branch with their counterparts in Maryland's state government.

VOCABULARY:

agency
cabinet
commission
council
department
intern
justice
task force

Citizenship Objective 3.4.1.3

Define the United States and Maryland Legislative Branches of Government

GOAL: To know the form, function, and processes of government at at levels

COMPETENCY: Demonstrating a knowledge of the organization of local, state, and national governments

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
Congress/Maryland Legislature
Speaker of the House
President Pro Tempore/Maryland Senate
Qualifications for the offices
Lengths of terms

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify positions in the United States/Maryland legislative branches of government.

1. Discover what the students already know about the legislative branches of the United States and Maryland by asking them to make one-sentence statements. Correct errors as they are given.

2. Supply missing information and have the class develop a definition of the legislative branches.

3. Discuss federal and state positions which may be considered legislative.

4. Give students a list of positions and ask them to identify those of the legislative branch.

5. Discuss the legislative branch in relation to roles and responsibilities of the other two branches.

B. The student will complete a chart which summarizes positions and responsibilities of present officials serving in the legislative branches of United States/Maryland.

1. Present students with the chart on the following page and request that they interview friends and relatives and use news sources to complete it.

Position	Current Official	Political Affiliation	Length of Term	Qualifications Necessary for Office
U.S. Senators (2)				
State Senator				
U.S. Representatives				
State Representatives				
Speaker of House				
President Pro Tempore/Md. Senate				

2. Transfer individual data to a single classroom chart for display on the bulletin board.

C. Students will prepare a graphic illustration on the legislative branch of government.

1. Have students prepare a graphic flow chart of governmental positions in the legislative branch. At the top of the flow chart, students should include a class-developed definition of the legislative branch.

2. Share students' work by displaying charts on a bulletin board.

CLASSROOM EVALUATION:

Have students write a concise definition of the legislative branch of government in 25 words or less.

EXTENDED ACTIVITIES:

1. Invite a local legislator to speak to the class and explain similarities in Maryland's legislative branch and the federal legislative branch.

2. Help students to simulate a legislative session.

VOCABULARY:

bill
chamber
committee
house
law
quorum

Citizenship Objective 3.4.1.4

Define the United States/Maryland Judicial Branches of Government

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating a knowledge of the organization of local, state, and national governments

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content: United States/Maryland system of courts
Qualifications and terms of offices

C. Behaviors to be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will match court levels with their appropriate descriptions.

1. Give student cards with various descriptions of functions, jurisdictions, and terms associated with the levels of courts and a list of the court levels.

2. Discuss the information with the class.

3. Have students match each card with the appropriate court level.

B. The student will be able to explain how the U.S. Constitution establishes the judicial system.

1. Assign the students to read Article III of the United States Constitution. After reading the assigned material, have the students do the following:

a. Outline Article III
b. Conduct small group discussion clarifying the meaning of Article III

2. Have students write an essay describing the judicial branch of the federal government, its components, its powers, and qualifications and terms of offices of its members.

C. The student will define the judicial branch by listing (1) levels of court in hierarchial order and (2) the qualifications/terms of judges in each of the levels.

1. Have students make a flow-chart, collage, mobile, mural, or bulletin board showing the different levels of the judicial branch and a brief illustration or description of each.

2. Have students list the qualifications and terms of office for judges at each level and the major duites of the Supreme Court of the United States.

3. Have students list the different "checks and balances" of the judicial branch of government.

SUGGESTED CLASSROOM EVALUATION:

1. Give students several possible descriptions of the judicial branch of the federal government. Have students indicate the correct definition.

2. Have students list in order the court levels of the judicial branch and the qualifications and terms of office of the Supreme Court, district court, and appellate court judges.

EXTENDED ACTIVITIES:

1. Have a federal/state judge speak about his/her court and qualifications for a judgeship.

2. Take students to visit a local court in progress.

VOCABULARY:

appeal	federal	jurisdiction
appellate	impeachment	qualifications
district	judicial	supreme

Citizenship Objective 3.4.1.6

Compare and Contrast Various Forms of National Government with That of the United States

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating a knowledge of the organization of local, state, and national governments

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
- Communism
- Constitutional monarchy
- Democracy
- Dictatorship
- Fascism
- Monarchy
- Socialism

C. Behaviors To Be Demonstrated: Identifying similarities and differences

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify national governments in making a bulletin board.

1. Cut out newspaper or magazine pictures of world leaders.

2. Show the pictures to the class for identification. Ask students to match the leader to a country and then discuss the type of government in that country.

3. Have students make a bulletin board in which they match the leader with pictures of countries and signs identifying the type of government.

B. The student will construct a chart comparing the United States government with that of another form of national government.

1. Using the multi-media approach, instruct the students in the basic characteristics of each form of government.

2. Have students choose countries representative of the different forms of government.

3. Have students make charts showing how the leader is chosen, how the laws are made and enforced, and who owns property and industry.

C. The student will identify the form of national government depicted in skits.

1. Present to the class definitions of different forms of government.

2. Make up skit cards which indicate a situation that describes a type of government. (For example, one card (dictatorship) might tell the students to do a skit where one of them appoints himself "ruler" and proceeds to direct the others, punishing those that do not do as the ruler asks.) Skit cards should include dictatorship, democracy, absolute manarchy, fascism, and constitutional monarchy.

3. Divide the class into groups. Give each group a skit card.

4. As each group performs its skit, have students identify the type of government that is being portrayed.

5. Have students discuss each skit, being sure they have correctly identified the type of government.

SUGGESTED CLASSROOM EVALUATION:

Have students identify four forms of government (democracy, communism, monarchy, and dictatorship) from hypothetical descriptions.

EXTENDED ACTIVITIES:

1. Divide major countries of the world among students. Have students investigate what type of government each country has.

2. Give students a list of world leaders in history; have them investigate their backgrounds and identify which form of government they lead (Napoleon, Hitler, Mussolini, Thomas Jefferson, Henry VIII, Elizabeth I, Indira Ghandi, Nicolai Lenin).

3. Have students conduct debates on various types of government.

VOCABULARY:

communism
constitutional monarchy
dictatorship
fascism

Citizenship Objective 3.4.1.7

Compare Constitutional Powers Delegated to Local, State, and Federal Government

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating a knowledge of the organization of local, state, and national governments

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Civil Rights
- Coining money
- Conducting war
- Guaranteed republican form of government
- Making treaties
- Representation in the Congress

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify two powers related to each level of government.

1. Have speakers from various branches and levels of government talk to the class about their roles in government and which constitutional powers support their responsibilities. (Presentations could be video-taped for viewing by numerous classes.)

2. Follow up presentations with student questions.

3. Compile a class chart identifying the three levels of government and powers related to each level.

B. The student will compare powers delegated to local, state, and federal governments.

1. Select students to investigate overlapping constitutional powers between local, state, and federal governments and to conduct a panel discussion.

2. Have class note powers named during panel discussion.

3. Hold a class discussion to summarize important points mentioned.

C. The students will classify services according to the level of government where they are handled.

1. Discuss with students the level of government (local, state, federal) responsible for the following services:

a. Coining money
b. Social Security
c. Civil defense
d. Education
e. Taxation
f. Traffic control
g. Civil rights
h. Making treaties
i. War and defense
j. Housing
k. Roads
l. Health
m. Consumer problems
n. Representation in Congress
o. Welfare
p. Communications
q. Postal service
r. Crime
s. Trade

2. Have students complete the following chart by filling in the services.

Local	State	Federal

D. Students will prepare a written report on the structure and powers of local, state, and federal government as set forth in the charter or constitution.

1. Have students obtain and read a charter or constitution.

2. Ask each student to prepare a written report on the structure and powers outlined in his/her selected document.

3. Discuss reports noting similarities and differences.

SUGGESTED CLASSROOM EVALUATION:

Give students a list of constitutional powers and have them indicate to which level of government they are delegated.

EXTENDED ACTIVITIES:

Ask students to locate newspaper articles illustrating powers of government. Have them identify these powers receiving public attention and indicate the level of government involved in the delegation of power.

VOCABULARY:

administrative power	compact theory	delegated powers	reserved powers
budget powers	concurrent powers	extradition	residual powers
civil service	confederation	implied powers	revenue sharing
commerce	constituency	inherent powers	

Citizenship Objective 3.4.1.9

Explain the Role of the Political Party System in a Democratic Government

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating a knowledge of the organization of local, state, and federal government

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Developing party platforms
- Developing policy
- Providing balance and stability
- Providing leadership for government
- Raising funds
- Selecting candidates for office

C. Behaviors to Be Demonstrated: Explaining and describing

SUGGESTED LEARNING ACTIVITIES:

A. The student will analyze the role of the political party system in a democratic government.

1. Provide students with the following six functions of political parties:

   a. Selecting candidates
   b. Formulating and presenting issues
   c. Criticizing the party in power
   d. Arousing public interest in government affairs
   e. Taking responsibility for governing
   f. Raising money for campaigns

2. Have students locate information in the media about each in a one-week period.

3. Hold a discussion on which functions were reported most frequently and where; analyze implications with students.

B. The student will identify the advantages and disadvantages of political parties' attempts to block legislation.

1. Have students locate information about political parties in textbooks and about the current Congress in magazines and newpapers to determine the major political issues on which the political parties disagree.

2. Have students make notes for class discussion, emphasizing ways the minority party blocks legislation which the majority party is attempting to enact. Discuss the advantages and disadvantages of this system of checks and balances.

3. Using notes and additional information gained in class discussion, have students write a paragraph describing ways the minority party acts as a balance to the power of the majority party.

C. The student will describe the importance of developing a party platform.

1. Divide the class into two political parties.

2. List several topics which should be included in a party platform.

3. Tell students how party platforms are developed. Either present a procedure to the class or have students create a procedure for developing a party platform.

4. Have each party develop a platform and elect candidates for a general election.

5. Discuss the procedures.

D. The student will explain the role of the political party system in a democratic government.

1. Conduct a discussion asking for responses to the question: "Why do we have a political party system in a democratic government?"

2. Have students review, discuss, and note information gathered from books, films, filmstrips to make a class list of the functions of political parties.

3. Ask the student to survey the community on the role of a political party system in our deomocratic government to develop a list of functions.

SUGGESTED CLASSROOM EVALUATION:

Write <u>true</u> next to all true statements and <u>false</u> next to those statements that do not describe a function of the political party system in a democratic government.

_____ 1. Political parties discuss issues of public interest.

_____ 2. Political parties elect candidates for public office.

_____ 3. Political parties make peace treaties.

_____ 4. Political parties arouse public interest in governmental affairs.

_____ 5. Political parties select court judges.

_____ 6. Political parties give welfare payments to the poor.

_____ 7. Political parties raise money for election campaigns.

_____ 8. Political parties take responsibilities for governing.

_____ 9. Political parties represent only the middle class.

_____ 10. Political parties criticize the party in power.

EXTENDED ACTIVITIES:

1. Create a bulletin board to illustrate the points of view of the major political parties on several public issues or the functions of the political party system.

2. Invite several political candidates for a public office to address students on public issues.

3. Compare and contrast the structure and functions of political parties in various democratic governments (Great Britain, Canada, West Germany).

VOCABULARY:

campaigning	government
candidates	platform
convention	political party

GOAL 3.4

TO KNOW THE FORM, FUNCTION, AND PROCESSES
OF GOVERNMENT AT ALL LEVELS

Competency 3.4.2

Demonstrating an Understanding of the
Processes of Government

Citizenship Objective 3.4.2.3

Describe the Selection Processes for Elected and Appointed Officials

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating an understanding of the processes of government

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:

Processes:

Elections
Nominations
Campaigning
Voting
Appointments
Confirming appointments

State
Governor
Lt. Governor
Attorney General
Agency Head
Legislator
Judge

Local
Mayor/County Executive
Council Member/County Commissioners
School Board Member
Police Chief

Federal
President
Vice President
Cabinet Member
Senator
Congressman
Judge
Agency Head

C. Behaviors To Be Demonstrated: Describing and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will describe the importance of primaries and conventions in the electoral process.

1. With the class, discuss questions including the following:

a. What are the different types of primaries?
b. What type of primary does Maryland have?
c. Who may vote in a primary?
d. How does a candidate decide which primary to enter?
e. What is the role of the primary in deciding party nomination?
f. Who can become a delegate to a party convention?
g. What are the key functions of a national convention?
h. What are the most democratic aspects of a national convention?
i. What are the least democratic aspects of a national convention?

j. Whose help do candidates seek in order to win primaries?
k. How do candidates attempt to gain control of conventions?
l. What factors appear important in a candidate's victory or defeat in a primary?
m. Why do you agree or disagree with our process for selecting leaders?
n. What are some possible alternatives to our selection process?

2. At the conclusion of the discussion, ask students to react in writing to the statement:

   Primaries and conventions are more important than the final election.

B. The student will simulate the processes for the appointment of a federal official.

1. Conduct a brief discussion with the class to arrive at the correct steps in the Presidential appointment process and make sure that all members have listed the steps.

2. Plan and conduct a simulation using the following steps:

   a. Ask the students to assume that the President is going to make a special appointment to his Cabinet of a "Student Advisor." This individual will deal with those problems concerning students and will develop a national policy on student rights.

   b. Divide the students into groups and ask each group to create a fictional student to be its candidate for this appointment. The student should be a composite of outstanding peers they have known. The group should prepare a resume including qualifications of the candidate for that position.

   c. When profiles are complete, reorganize the class into three groups:

      (1) The President Cabinet--The President and three or four Cabinet representatives (four or five students)

      (2) The Senate--The Senate, President, and Senators (the majority of the class)

      (3) The Candidate--Students selected by their profile groups to act as candidates for the appointment

   d. Conduct a two-part simulation. In the first part, the President and the Cabinet should examine the profiles and debate and decide on the appropriate appointee. Debate should take into account two considerations:

(1) The President wishes to create a Student Welfare Department.

(2) There is widespread national concern for drug and alcohol abuse among teenagers.

In the second part of the simulation, the President's appointee should be presented to the Senate; members of the Senate must orally examine the candidate to make sure that he has the qualifications and abilities necessary to function as a special student advisor to the President. (It may be of interest to have the Senate refuse to confirm a first recommendation and have simulation proceed with identifying a second recommendation.)

3. At the conclusion, have each class member write a short composition explaining specifically why the final appointment was made.

C. The student will describe election and appointment processes for state and local officials.

1. Divide students into two groups, one to investigate election and appointment of state officials and one to investigate election and appointment of local officials.

2. Within the two main groups, divide students again so that half of each group is working on election processes and the other on appointment processes.

3. Coordinate the production of a booklet from each group. Each booklet should (a) describe election and appointment processes generally and (b) list specific officials which are elected and appointed.

4. Place booklet in school library as a reference text for other students.

SUGGESTED CLASSROOM EVALUATION:

In a brief composition or a set of visuals, have students differentiate between the election and appointment of officials and indicate the steps which are common to each process at the local, state, and federal levels.

EXTENDED ACTIVITIES:

1. Invite a local delegate of a state or national party convention to speak to the class about party work and responsibilities.

2. Review the President's most recent appointments. Summarize and debate the outcomes.

VOCABULARY:

appointment	campaign	delegate	nomination	qualifications
ballot	convention	election	primary	strategy

Citizenship Objective 3.4.2.9

Identify Titles and Responsibilities of Major Elected and Appointed Local, State, and Federal Public Officials

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating an understanding of the processes of government

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:

Local Title	Federal Title
Mayor/County executive	President
Council member/County commissioner	Vice President
School board member	Cabinet member
Police chief	Senator
	Congressman-Representative
State Title	Judge
Governor	Agency head
Lt. Governor	
Attorney General	Responsibilities
Agency head	Making appointments
Legislator	Developing legislation
Judge	Ruling on court cases
	Administering programs and services

C. Behaviors To Be Demonstrated: Indentifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will list the responsibilities of each of the major elected and appointed officials.

1. Present information about the responsibilities of public officials.
2. Show posters with pictures of public officials performing their duties.
3. Have students name the official and the responsibility pictured. Similarities among responsibilities will be noted when posters depict officials or responsibilities of several offices.

B. The student will classify each title into one of three categories (local, state, federal) and will list the responsibilities of each public official classified.

1. Give students titles such as the following:

a. Mayor	f. President
b. Police chief	g. Vice President
c. Governor	h. Senator
d. Legislator	i. Congressman-Representative
e. Judge	j. School board member

2. Instruct students to study the titles, classify them into three categories (local, state, federal public officials), give each category a title, and think of one title for all of the words.

3. Conduct a class discussion in which the terms--public official, local, state, and federal--will be elicited. Ask students for the duties of each official.

C. The student will identify officials by their pictures, place their titles in hierarchial chart, and list their responsibilities.

1. Discuss responsibilities of various public officials.

2. Present pictures of known public officials.

3. Have volunteers identify the pictures by name and title.

4. Have the class put titles on a hierarchial chart and fill in the responsibilties of each title.

D. The student will report on a major elected or appointed public official and will include the major responsibilities of the office.

1. Divide the class into small groups; have the students investigate the responsibilities of one of the following public officials:

a. Mayor	g. Judge
b. County executive	h. President
c. County commissioner	i. Vice President
d. Police chief	j. Senator
e. Governor	k. Congressman
f. Legislator	l. School board member

2. Hold a class discussion on the results and have students make a chart listing the titles of the officials named above.

3. Select a student to name one of the officials listed on the chart and then name one of the responsibilities that would correspond with the selected official. Call on other students to name other responsibilities for that official. Continue this process until most of the titles have been named and all students have been involved.

E. The student will role-play one of the offices of major public officials.

1. List public officials and describe the duties and responsibilities of each.

2. Have students select one of the officials and prepare a five minute role-playing scene.

3. Have each student perform the scene before the entire class. Have class members try to identify the title based on the role-playing.

4. Have the class complete a chart listing titles and responsibilities.

SUGGESTED CLASSROOM EVALUATION:

Have students write titles for given job description of federal, state, or local public officials.

EXTENDED ACTIVITIES:

1. Take student to visit the office of various officials at the different levels of government.

2. Have students write to a public official concerning responsibilities of the position.

3. Invite a speaker from one of the offices to address the students.

VOCABULARY:

attorney general	federal	mayor
cabinet member	governor	police chief
congressman	judicial	public official
council member	legislative	school board member
executive	legislator	senator

Citizenship Objective 3.4.2.10

Describe the Functions and Limitations of the United States and Maryland Judicial Branches

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating an understanding of the processes of government

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content: Constitutionality rulings
Legislative and executive checks and balances

C. Behaviors To Be Demonstrated: Describing and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will list functions and limitations placed upon the Judical branched of the federal government.

1. Provide the students with copies of Article III of the United States Constitution.

2. Read Article III together and stop at appropriate places in the reading to list the various functions of the judicial branch.

3. Together, mark each function as either a power or limitation of judicial branch.

B. The student will be able to select powers and limitations of the federal judicial branch.

1. Show the students a filmstrip on the judicial branch of government.

2. Have students take notes on the powers and limitations of the judicial branch described.

3. In a class discussion, review items students have listed, and come to agreement about which items are powers and which are limitations.

C. The student will describe the judicial review function and two limitations placed on the judicial branch of the federal government.

1. Play a prepared tape or discuss the subject of judicial functions federal judges carry out and limitations on their power.

2. Have the students define the principle of judicial review and two types of controls on the judiciary and write them in their notebooks.

SUGGESTED CLASSROOM EVALUATION:

Have students describe the power of judicial review and two limitations on the judicial branch of the federal government.

EXTENDED CLASSROOM ACTIVITIES:

1. Invite a local judge to discuss the local system in relationship to the federal system.

2. Collect articles related to Supreme Court decisions.

VOCABULARY:

appeal
appellate jurisdiction
branch of government
checks and balances
function
judicial
judical review
jurisdiction
limitation
original jurisdiction

Citizenship Objective 3.4.2.11

Describe the Functions and Limitations of the United States and Maryland Legislative Branches

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating an understanding of the processes of government

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
- Censuring officials
- Confirming or rejecting appointments
- Declaring war
- Impeaching officials
- Judicial and executive checks and balances
- Passing laws

C. Behaviors To Be Demonstrated: Describing and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will describe the several limitations upon the legislative branch of the federal government.

1. Provide copies of Articles I, II, and III of the United States Constitution to students.

2. Have the students answer the following questions:

   a. What functions does the legislative branch have in passing laws?
   b. How does the legislative branch act in accepting or rejecting executive appointments?
   c. How does the legislative branch act in the matter of our country's declaring war?
   d. How does the legislative branch act in regard to impeaching high officials? Which house of Congress impeaches? Which house tries impeachment cases?
   e. What limitations are placed upon the legislative branch by the executive branch?
   f. What limitations are placed upon the legislative branch by the judicial branch?

3. Ask students to list on paper the limitations placed upon the legislative branch of the federal government.

B. The student will distinguish between the powers and the limitations of the legislative branch of the federal government.

1. Show a filmstrip on the legislative branch of the federal government and ask students to list each function of the legislative branch as it is described in the filmstrip.

2. In a general class discussion, help students to determine which of these functions is a power and which is a limitation of the legislative branch.

3. Have a group of students summarize the class discussion by developing a bulletin board which depicts the legislative branch of the federal government and the power and limitations of this branch.

C. The student will describe two powers and two limitations of the legislative branch of the federal government.

1. Have students investigate the composition and function of the legislative branch.

2. In a class discussion, help students to define the legislative branch and list all functions that individual students have investigated. Determine how the executive and judicial branches restrict the powers of the legislative branch.

3. Have each student select any two powers and two limitations and describe these in writing, giving specific examples of what the legislative branch may and may not do.

SUGGESTED CLASSROOM EVALUATION:

Provide students with a mixed list stating five functions and five limitations placed upon the legislative branch of the federal government. Students should note which item is a function with F and which item is a limitation with L.

EXTENDED ACTIVITES:

1. Take the students on a field trip to the United States Congress or Maryland House of Delegates to see a session of the Legislature at work.

2. Have students simulate an impeachment proceeding.

VOCABULARY:

branch of government	confirm	legislature
censure	impeach	official
checks and balances	law	reject

Citizenship Objective 3.4.2.12

Describe the Functions and Limitations of the United States and Maryland Executive Branches

GOAL: To know the form, function, and processes of government at all levels

COMPETENCY: Demonstrating an understanding of the processes of government

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
- Appointing officials, commissions, task forces, and ad hoc commitee
- Commanding the Armed Forces
- Developing foreign policy
- Initiating laws
- Legislative and judicial checks and balances
- Signing laws

C. Behaviors To Be Demonstrated: Describing and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will describe at least four functions and two limitations of the executive branch of the federal government.

1. Have students brainstorm (in small groups) things which students believe are, or should be, the duties and responsibilities of the President.

2. Present a lecture on the function and limitations of the executive branch.

3. Have students take notes during the lecture in order to answer questions afterwards.

4. Have the class discuss these lists and add or eliminate them.

B. The student will list five functions and five limitations of the executive branch of the federal government.

1. Distribute copies of Articles I, II, and III of the United State Constitution.

2. Go over Article I with the class and have students list the functions of the President and Vice President of the United States.

3. Have students go over Articles II and III and list at least five limitations placed upon the executive branch by the legislative and judicial branches.

4. Review individual work in a large group session.

C. The student will differentiate between functions and limitations of the executive branch.

1. Have each pupil bring in a recent metropolitan newspaper (or have your media center supply some back papers). In groups or individually, have students cut out articles referring to any part of the executive department. Have students categorize those articles into FUNCTIONS or LIMITATIONS, arrange them in a poster or in a scrapbook, and in an oral or written report explain how and why each article was categorized as it was.

2. VARIATION: To decrease the difficulty of this task, prepare articles in advance (on poster or cardboard, laminated, or mounted on the file folder). In groups, maybe as a game situation, have students follow similar steps as in part one above.

3. If oral reports are used above, have class compile a list of functions and limitations while listening to the oral reports.

SUGGESTED CLASSROOM EVALUATION:

1. Give the students the following chart:

	Functions	Found Where?	Limitations Upon	Found Where
Executive Branch of the Federal Government	1.		1.	
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	

Have students list five functions and limitations of the executive branch and where each is found in the United States Constitution.

2. Give students a written list describing functions and limitation of the powers of the executive branch of the federal government. Have students mark F next to those items which describe functions and L next to those items which describe limitations.

EXTENDED ACTIVITIES:

1. Have students research actual incidents when judicial and legislative branches have checked the power of the executive branch (federal, state, or both). This could be done by listing (dividing class into groups and having each group take a 10 to 20 year period) or by assigning an event for each pupil to research.

2. Conduct a role-playing session: Have the President propose controversial legislation. Divide the class into Congress and Court. Decide if the bill will pass in the Congress. Decide if the Court will claim the law to be within the bounds of the Constitution.

VOCABULARY:

acting president	executive	lame duck
cabinet	federal	limitation
civil service	foreign	nuclear
commander-in-chief	foreign affairs	plurality
commissions	impeachment	veto

GOAL 3.5

TO UNDERSTAND LOCAL, STATE, NATIONAL, AND WORLD AFFAIRS
IN ORDER TO PARTICIPATE IN CIVIC PROCESSES

Competency 3.5.1

Demonstrating an Awareness of
Civic Affairs and Processes

Citizenship Objective 3.5.1.1

Evaluate the Actions of Public Officials on the Basis of a Given Set of Criteria

GOAL: To understand local, state, national, and world affairs in order to participate in civic processes

COMPETENCY: Demonstrating an awareness of civic affairs and proceses

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Endorsements
- Fact finding commissions
- Public support to particular projects
- Speeches and public statement
- Task forces
- Trips and junkets
- Voting records

C. Behaviors To Be Demonstrated: Applying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will state the actions/options of a selected public official regarding specific issues.

1. Make a list of at least ten issues in which high school students are interested or concerned (legalization of marijuana, state aid for abortions, right to work law). A large list is needed since some may not be covered during the legislative session under observation.

2. Have students choose a state legislator and keep a notebook to record ways the legislator speaks out and votes on the issues listed, using television and newspaper articles to gather the information.

3. Make a chart to list the issues and a checklist of the legislator's actions on the issues.

4. Discuss with the class the officials' actions in terms of criteria listed below.

B. The student will evaluate the actions of public officials on the basis of a given set of criteria.

1. Each student will make a list of ten issues that concern the local citizenry after talking informally with at least five adults.

2. In small groups, have students make a list of the five most frequently mentioned items of concern to adults in the community.

3. Have students find out how local officials (city council, county commissioners, judges) are responding to these concerns. To avoid duplication of efforts, suggest the following to the students:

   a. Keep newspaper clippings
   b. Make notes of broadcasts
   c. Attend meetings where the officials speak or perform their duties
   d. Request and conduct interviews for answers
   e. Write or call for a statement on an issue only if it cannot be acquired in any other way

4. Ask the student groups to present their findings in concise summaries for each local official included in the study, indicating the stand taken by each official on each issue.

List of Criteria for Judging Actions of a Public Official

1. How much time did the official have to make the decision? Was there a time limit placed upon the official?

2. What limitations are placed upon the individual by the Constitution, the people, the legislative body?

3. What kinds of information on the issue did the official use?

4. Did the official have any prior commitments to domestic or foreign interest groups?

5. What has been the past position of the public official on the issue being considered?

C. The student will evaluate the actions of a public official.

1. Have students select a specific public official for evaluation at the national, state, or local level by collecting as many news articles, television summaries, or other sources of information about the official in a given period of time.

2. Direct students to locate and examine a variety of evaluative material such as those furnished by The League of Women Voters, Labor Unions and other special interest groups.

3. Have students use a set of criteria on which the public official would score favorably, then select a set on which the same public official would score unfavorably.

4. Holdsmall group discussions on the reasons (based upon information gathered) that the public official would be favorably or unfavorably evaluated by at least two different organizations, special interest groups or political parties.

5. Suggest that students make a chart of politicians' voting records on varied issues, using the guides and evaluations made by several different organizations found or represented in the community (AFL-CIO, MSTA, Farm Bureau, AMA).

Evaluation of the Voting Record of Ms._____
Mr._____

TOPIC	AFL-CIO For	AFL-CIO Against	Farm Bureau For	Farm Bureau Against	MSTA For	MSTA Against	AMA For	AMA Against
Balancing Budget								
Welfare								
Education Programs								
Farm Programs								
Ecology								
Labor Programs								
Crime								
Foreign Policy								

SUGGESTED CLASSROOM EVALUATION:

Students will list three items for which a specific public official shows strong support and three items which the official has opposed, explain ways this support and opposition provides criteria for evaluating that public official.

EXTENDED ACTIVITIES:

1. Invite local or state legislators to the class to explain the reasons for their voting record and to participate in a question-answer period.

2. Conduct an in-school opinion poll on a much publicized public official in relation to a student issues that the official has announced a position. Report the results by use of various media within the school.

3. Compare radio and television media commentary with newspaper and magazine editorials on specific issues as well as public officials postiions on those issues.

VOCABULARY:

bid
evaluate
interest group
lobby
media
poll
propaganda
resources
survey

Citizenship Objective 3.5.1.2

Evaluate the Reliability of Public Information on the Basis of a Given Set of Criteria

GOAL: To understand local, state, national, and world affairs in order to participate in civic processes

COMPETENCY: Demonstrating an awareness of civic affairs and proceses

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Advertising
- Congressional newsletters
- Magazine articles
- Newcasts
- Newspaper articles
- Public information pamphlets
- Reference materials

C. Behaviors To Be Demonstrated: Applying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will evaluate the reliability of a magazine or newspaper article.

1. Discuss with the class the criteria necessary for evaluating public information.

2. Have students select a magazine or newspaper article and bring it to class.

3. Have students evaluate the reliability of the articles in a paragraph or two and justify their decisions.

B. The student will evaluate the reliability of an advertisement for a product by comparing advertising claims with actual performance of the product.

1. Have students develop a list of criteria by which public information should be evaluated.

2. Ask students to select an advertisment for a product they have at home or use regularly.

3. Have students list advertising claims and after using the product for a reasonable time, give their findings regarding the claim and evaluate the reliability of the information.

4. Direct students to rate the information source and report to the class.

C. The student will evaluate information provided by a specific source of public information and determine the reliability according to pre-established criteria.

1. Select a topic for class investigation. Make sure that the topic is current and that information is abundant and available through multiple sources.

2. Divide the class into groups to investigate the topic for one week by using one of the public information sources listed in the specifications. Allow students to select a source which is available to them.

3. If source provides written material, have students display findings; if source provides verbal material, have students write summaries which include as many quotations as possible. (Tape recordings could also be used.)

4. Have class develop a list of public information.

5. Have students evaluate their source's material in chart form and share the evaluation with the class.

SUGGESTED CLASSROOM EVALUATION:

Give students a set of criteria and ask them to evaluate the reliability of a specific piece of public information and to justify their evaluations in a written essay.

EXTENDED ACTIVITIES:

1. Have students compare television newscasts on several networks to determine the degree to which reports are consistent.

2. Have students rank three to five sources of public information using reliability criteria.

VOCABULARY:

invalid	valid
persuasive	verify
propaganda	

Citizenship Objective 3.5.1.3

Identify Sources of Information About Current Issues and Events

GOAL: To understand local, state, national, and world affairs in order to participate in civic processes

COMPETENCY: Demonstrating an awareness of civic affairs and proceses

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:

Government publications	Public meeting
Library	Public officials
Magazine	Radio
Newspaper	Television
Periodical	

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify radio and television newscasts and daily newspapers as appropriate sources of information about headline news.

1. Develop a list of selected current issues or events and assign some students to investigate in these areas.

2. In a general discussion, have students report information they gained and sources used. List information with sources on the board then have class draw conclusions as to what are the most appropriate sources of information on headline news.

3. Help class to characterize headline news as low-detail reporting of daily events.

B. The student will identify magazines and periodicals as appropriate sources of information about continuing issues and events.

1. Assign each student a major issue or event which has been prominent over the past year (ERA, nuclear power regulation, oil depletion).

2. Have students use the Reader's Guide to Periodical Literature in the library-media center to locate two magazine articles related to the issue, to scan newspapers and watch television/radio newscasts looking for references to the assigned issue.

3. Ask students to present oral reports describing their assigned issues and comparing newspaper and magazine articles with television and radio newscasts as helpful sources of information about their issues.

C. The student will identify referenced-texts as appropriate sources of information about the historical contexts of current issues and events.

1. Assign each student a major issue or event which has been prominent over the past year (removal of the Shah in Iran, United State hostages in Iran, relations with China).

2. In the library-media center, have students work with the librarian to develop bibliographies of reference materials which they could use to develop a historical background of the assigned event.

3. In a general class discussion, reach a consensus about the kinds of reference materials most commonly found helpful in developing bibliographies.

D. The student will identify government publications as appropriate sources of information about programs relating to issues of national concern.

1. Divide students into groups and have each group select an issue of national concern (poverty, bilingual education, taxation, national defense).

2. Obtain publications lists for the U.S. Printing Office and from state and local agencies and have students wrtie to appropriate agencies for information related to their issues.

3. Conduct group reports in which students describe their issues generally and identify the kinds of programs and efforts which are being made in relation to these issues. Have groups prepare lists of the sources of information they used.

E. The student will identify public meetings as appropriate sources of information about local issues and events.

1. Have students make neighborhood surveys of public buildings or supermarkets, noting announcements of public meetings and contacting persons for the meeting.

2. Help students to list the various kinds of public meetings which will be held, indicating what local issue or event each meeting will deal with. Discuss the issues: Are student familiar with them, if so from what source? In what ways might attendance at one of the meetings add to information students already have?

SUGGESTED CLASSROOM EVALUATION:

Present students with questions such as the following:

1. What was today's top sports story?
2. What are the concerns and interests of the present Pope?
3. What historical forces contributed to the revolution in Iran?

Ask students to identify the most appropriate information sources for answers to these questions.

EXTENDED ACTIVITIES:

1. Have students conduct polls and surveys on sources used by community persons to gain information about various kinds of current issues and events.

2. Ask the library-media specialist to prepare a bulletin board indicating sources of information appropriate to various kinds of current issues and events.

VOCABULARY:

article	citation
bibliography	coverage
broadcast	index
bulletin	reference
catalogue	series